

MANAGING INNOVATIVE ENTREPRENEURSHIP MAJOR COMPETENCIES FOR  
EFFECTIVE TEACHING STRATEGIES TOWARDS THE ATTAINMENT OF  
SUSTAINABLE DEVELOPMENT GOALS IN NJIKOKA LOCAL GOVERNMENT AREA OF  
ANAMBRA STATE

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**Abstract**

The study adopted a descriptive survey design. The population of the study was made up of 342 secondary school teachers out of the 15 public secondary schools in Njikoka Local Government Area of Anambra State. Through simple random sampling, 10 secondary schools were selected for the study. Simple random sampling was also used to select 10 secondary school teachers from each of the secondary schools, making it a total of 200 teachers selected a sample. The instrument for data collection was a structured questionnaire drafted by the researcher. It was validated by three experts and was subjected to a pilot test on 20 secondary school teachers who were not part of the sample in Njikoka L.G.A, using the test-retest method. Alpha Cronbach was used to compute the data on this which yielded a coefficient value of 0.71, 0.74 and 0.76 respectively. The data collected were analyzed using the mean. Findings showed that the management practices for innovative entrepreneurship among secondary schools include the invitation of external entrepreneurs to teach students certain skills, re-training of teachers to facilitate job performance, and acquisition of teaching materials. It was also discovered that intelligence, motivation, attitude, knowledge, experience, skill and effective communication were competencies needed for effective teaching of entrepreneurship and that computer-based learning among all were the teaching strategies for the attainment of sustainable development goals as regards Njikoka L.G.A. based on these findings, the study recommends that teachers are constantly re-trained on teaching strategies and that government should provide schools with infrastructures to enhance the effectiveness of teachers in teaching entrepreneurship education.

**Keywords:** Entrepreneurship, teacher, teacher competence, Sustainable Development Goals.

## INTRODUCTION

Nigeria is a country located in West Africa and the most populous black African country in the world (United Nations, 2012). Nigeria became independent in 1960 and since then, has been ruled by successive leaders. The country is unique because of the abundance of human and material resources of which when appropriately harnessed, could go miles to better the lives of Nigerians. However, the reverse has been the case over decades.

The failure of successive governments to address, especially the economic needs of Nigerians had led to an increasing hardship, economic looting, and unemployment. The rate of unemployment in the country has been high over the years and had made the majority of Nigerians delve into entrepreneurship.

Entrepreneurship is the process of planning and organizing available opportunities for the exploitation of profits. It also means creating employment and wealth. Bukoye, Adeoye, and Usman (2012) refer to entrepreneurship as the process of exploring the opportunities in the market-place, in the environment, and arranging those resources to exploit the opportunities for a long time game. Similarly, Drucker in Agaba (2017) define entrepreneurship as the ability to invest in an environment and be able to establish an enterprise and run it successfully based on the opportunity identified, Agaba (2017) describe entrepreneurship as all the processes and activities that involve in establishing, nurturing and sustaining a business enterprise. In the views of Hisrich and Peters in Onyeka (2017), entrepreneurship is the process of creating something new of value by devoting the necessary time and effort, assuming the accompanying financial, psychic, and social risks, and receiving the resulting rewards of money and personal satisfaction and independence. There are evidence of an increase in entrepreneurship in Nigeria, however, a careful observation shows that for effective management for better output, most entrepreneurship had been undergoing continuous innovations. Entrepreneurship has also been enshrined into the curriculum of secondary schools so that students, on graduation at this level of education are equipped with skills learned from entrepreneurship programs to better their lives. For effective implementation of entrepreneurship activities in schools, the teacher is primarily involved.

A teacher is a person who was trained in a teacher training college and certified to teach. Eze (2015) refers to a teacher as a person who, through his influence, makes a

great input and shapes the direction of learners that stated objectives may be achieved. Similarly, Obidike (2016) refers to a teacher as a person whose occupation is teaching others, especially children. Obidike further said that a teacher is also someone who instructs others or provides activities, materials, and guidance that facilitate learning in either formal or informal situations. For teachers to be effective in teaching entrepreneurship studies, they need to apply competencies.

Competency means a display of professionalism, knowledge, and skill by teachers during teaching and learning. Gupta in Selvi (2016) defined competencies like knowledge, skills, attitudes, values, motivations, and beliefs people need to be successful in a job. Cilic, Klapan, and Prnic (2015) refer to competence as a combination of knowledge, skills, attitudes, motivation, and personal characteristics enabling individuals to act actively and efficiently in a certain (specific) situation. Based on the attributes of competencies which include knowledge and skills, a competent teacher are said to be possessed with such qualities. Shamo and Onyilo (2017) refer to teacher competence as the professional make-up of a teacher. Some teacher competencies as identified by Shamo and Onyilo include intelligence, skills, experience, qualifications, classroom management, effective communication, planning, and presentation of lessons through methodologies. These competencies are needed for the attainment of sustainable Development Goals (SDG) in schools.

Sustainable Development Goals (SDG) refers to a set of goals targeted to eradicate illiteracy and poverty which paves way for the development of societies. According to Squires, Pencheon, and Morton (2017), Sustainable Development Goals (SDGs), otherwise known as the Global Goals, are a set of objectives within a universal agreement to end poverty, protect all that makes the planet habitable, and ensure that all people enjoy peace and prosperity, now and in the future. Similarly, United Nations (2017) refers to Sustainable Development Goals (SDGs) or Global Goals as a collection of 17 interlinked global goals designed to be a "blueprint to achieve a better and more sustainable future for all".

Sustainable Development Goals and Nigeria are about how Nigeria is implementing the Sustainable Development Goals within the thirty-six states and its Federal Capital Territory (FCT), Abuja. The Sustainable Development Goals (SDGs) consist of seventeen global goals designed as a "blueprint to achieve a better and more sustainable future for all". Each of the 17 goals is expected to be achieved by 2030 in

every country around the world. Squires, Pencheon, and Morton (2017) maintained that the Goals were adopted by all member states of the United Nations formally in 2015, for the period 2016–30 to address the overwhelming empirical and scientific evidence that the world needs a radically more sustainable approach. The goals provide a well-consulted framework that is sufficiently scientifically robust, politically acceptable, and publicly intuitive. The goals provide the best chance of ensuring the necessary collaboration and alignment to implement global approaches to securing a fair, healthy, and prosperous future for ourselves, our children, and grandchildren.

The global community has recognized that eradicating unemployment and poverty in all forms and dimensions including extreme poverty, is the greatest challenge today and an indispensable requirement for sustainable development; (FME/NTI, 2017). Any nation whose citizens are knowledgeable and skilled: enough to influence positively the industrial, educational, agricultural, and all the important sectors of the economy, eradication of unemployment and poverty has paved way for the attainment of Sustainable Development Goals (SDGs). Ibe and Igwe (2010) quoting Shonekan, (1996) noted that the Nigerian economy has undergone many upheavals from the traditional buoyancy through imperial exploitation, oil boom, indigenization, austerity, privatization, and commercialization. Ibe and Igwe (2010) also noted that the dynamics of the economic situation and the various measures taken by the Nigerian government at different times had resulted in many economic predicaments; such as poverty, unemployment, high inflation, and ultimately a declining standard of living. This state of affairs calls for urgent re-examination of the Nigerian educational system because education is a veritable instrument for sustainable national development and it is the bedrock on which are the development of any nation is based (FRN, 2013). The preparation of school leavers and graduates to fit adequately into sustainable national development, is therefore an important goal of education. Commenting on the type of functional education required in Nigeria for accelerated sustainable national development, self-reliance and self-employment, Amaele in Ugwu (2017) declared that acquisition of desirable skills and abilities, among others, is a major criterion for education. These could be achieved through teachers' efforts and competencies in schools.

However, the researcher is not aware of teachers in Njikoka L.G.A adopt proper managerial practices for innovative entrepreneurship in schools. Again, the researcher

is unaware if teachers in these schools possesses the needed competencies needed for effective teaching strategies for the attainment of sustainable development goals. This problem becomes a gap to be filled in this study. To fill this gap, the researcher delved into this study to investigate managerial innovative entrepreneurship: a major competence for effective teaching and learning strategies towards the attainment of sustainable development goals in Njikoka L.G.A of Anambra state.

### **Purpose of the Study**

The purpose of this study is to identify major competencies for effective teaching strategies towards the attainment of sustainable development goals in the Njikoka Local Government Area of Anambra State. Specifically, the study sought to;

1. Find out the management practices for innovative entrepreneurship in secondary schools in Njikoka L.G.A
2. Investigate the competencies needed for effective teaching strategies for the attainment of sustainable development goals
3. Find out the teaching strategies for the attainment of sustainable development goals.

### **Research Questions**

The following research questions guided this study.

1. What are the management practices for innovative entrepreneurship in secondary schools in Njikoka L.G.A?
2. What are the competencies needed for effective teaching strategies for the attainment of sustainable development goals?
3. What are the teaching strategies for the attainment of sustainable development goals?

### **Methods**

The study adopted a descriptive survey design. The population of the study was made up of 342 secondary school teachers out of the 15 public secondary schools in Njikoka Local Government Area of Anambra State. Through simple random sampling, 10 secondary schools were selected for the study. Simple random sampling was also used to select 10 secondary school teachers from each of the secondary schools, making it a total of 200 teachers selected a sample. The instrument for data collection was a

structured questionnaire drafted by the researcher. It was validated by three experts and was subjected to a pilot test on 20 secondary school teachers who were not part of the sample in Njikoka L.G.A, using the test-retest method. Alpha Cronbach was used to compute the data on this which yielded a coefficient value of 0.71, 0.74 and 0.76 respectively. The data collected were analyzed using the mean.

### Research Question 1

What are the management practices for innovative entrepreneurship in secondary schools in Njikoka L.G.A?

**Table 1:** Mean Responses on the Management practices for innovative entrepreneurship in secondary schools

S/ N	ITEMS	$\bar{X}$	Decision
1	Weekly invitation of entrepreneurs to teach students a skill	2.98	Agree
2	Facilitating teachers performance through re-training on entrepreneurship skills	3.02	Agree
3	Acquisition of entrepreneurial materials to enhance the teaching of entrepreneurship	2.52	Agree
4	Innovation of existing entrepreneurial infrastructures in school	2.73	Agree
5	Constant payment of welfare	3.01	Agree
6	ICT in entrepreneurship	2.74	Agree
7	Teacher discipline	2.21	Disagree

Analysis in table 1 above shows that the mean scores from items 1-7 were 2.98, 3.02, 2.52, 2.73, 3.01, 2.74, and 2.21 respectively. Items 7 were rejected. Other items were accepted.

### Research Question 2

What are the competencies needed for effective teaching of innovative entrepreneurship in secondary schools in Njikoka L.G.A?

**Table 2:** Mean Responses on competencies needed for effective teaching of innovative entrepreneurship in secondary schools

S/ N	ITEMS	$\bar{X}$	Decision
8	Intelligent	2.98	Agree
9	Motivation	3.02	Agree
10	Attitude	2.52	Agree
11	Knowledge	2.73	Agree
12	Experience	3.01	Agree
13	Skills	2.74	Agree
14	Qualifications	2.21	Disagree
15	Effective communication	2.72	Agree
16	Planning	2.61	Agree
17	Classroom management	3.01	Agree
18	Leadership	2.85	Agree
19	Age	2.01	Disagree
20	Language	2.91	Agree

Analysis in table 2 above shows that the mean scores from items 8-20 were 2.98, 3.02, 2.52, 2.73, 3.01, 2.74, 2.21, 2.72, 2.61, 3.01, 2.85, 2.01, and 2.91 respectively. Items 14 and 19 were rejected. Other items were accepted.

### Research Question 3

What are the teaching strategies for the attainment of sustainable development goals?

**Table 3:** Mean Responses on teaching strategies for the attainment of sustainable development goals

S/ N	ITEMS	$\bar{X}$	Decision
21	Activity	2.87	Agree



22	Demonstration	2.60	Agree
23	Experiment	3.10	Agree
24	Computer based learning	3.03	Agree
25	Inquiry	2.86	Agree
26	Story telling	2.15	Disagree
27	Explanation	2.62	Agree

Analysis in table 3 above shows that the mean scores from items 21-27 were 2.87, 2.60, 3.10, 3.03, 2.86, 2.15, and 2.62 respectively. Items 26 were rejected. Other items were accepted.

## Discussion

The result from research question one shows that the management practices for innovative entrepreneurship in secondary schools include invitation of external entrepreneurs to teach students certain skills, re-training of teachers to facilitate job performance, and acquisition of teaching materials. These practices were all stated in Agboola and Ademiluyi (2015). Findings also show that innovation of existing entrepreneurial infrastructures in schools, teacher welfare, and the use of ICT in entrepreneurship were management practices for innovative entrepreneurship. Also, these practices were captured in Ofojebe, Olibie, and Chukwuma (2015) as they maintained that the maintenance of ICT to enhance entrepreneurial skill development was the answer to the needs of modern societies to improve independence among skilled individuals, while Kanu (2014) held that there is no mean achievement in schools when teachers' care is denied of them.

The result from research question two show that intelligence, motivation, attitude, knowledge, experience, skill, and effective communication were competencies needed for effective teaching of entrepreneurship. These findings agree with Neiuwenhuizan (2006) and Olarinoye (2014) respectively who maintained that motivation, teachers' attitude, experience, and knowledge were key elements needed for teachers to excel in imparting skills to students at an early stage of entrepreneur education.

Osisioma (2010) refer to the competencies as skills and list 42 skills which can be advantageous to a well-motivated entrepreneur. The research also mentioned planning,



classroom management, leadership, and language as needed competencies for effective teaching of entrepreneurship. However, Anuna (2010) asserts that leadership, planning, and classroom management are pre-requisites while Igbojinwaekwu and Dora (2016) maintained that language plays a significant role in this regard.

The result from research question three show that activity, demonstration, experiment, computer-based learning, inquiry, and explanation were strategies used by teachers' for the attainment of sustainable development goals. These strategies were in line with Onyemerekeya (2012) who maintained the explanatory process, ICT in education, experimental, and inquiry-based learning were in line with students' exposure to the center of learning unlike what was known of a traditional classroom.

## **Conclusion**

The management of innovative entrepreneurship in secondary schools requires practices such as invitation of external entrepreneurs to teach students certain skills, re-train of teachers, and procurement of teaching materials. Intelligence, motivation, attitude, knowledge, experience, skill, and effective communication were the competencies needed for effective teaching while strategies adopted for the attainment of sustainable development goals includes the use of computer-based learning, experimental, inquiry as well as activity, and explanations for the benefits of secondary school students.

## **Recommendations**

Based on the findings from this study, the researcher recommends as follows;

1. That teachers' need to be constantly re-trained on the use of ICT towards entrepreneurship education.
2. Government should as well assist public secondary schools in the procurement, maintenance, and safety of Entrepreneurship facilities in schools to ensure that they are readily available for learning when needed.
3. Teachers should also be annually retrained on different strategies for use in teaching and learning entrepreneurship education.

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